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3 **ENROLMENT OF RURAL FARMERS' CHILDREN INTO SCHOOLS IN**

4 **IBADAN OYO STATE NIGERIA**

5

6 **ABSTRACT**

7 This study assessed enrolment of rural farmers' children into schools in Ido and Oluyole
8 Local government areas, Ibadan, Oyo state. Purposive sampling technique was used for
9 selection of the study area due to rurality of the areas in Ibadan while random sampling
10 was used to select 150 respondents from 10 communities in the 2 LGAs. Data collected
11 were analyzed with both descriptive and inferential statistics. The result revealed that
12 majority of the respondents (94.2%) were married, 63.3% were above 60 years, 50.8% of
13 the respondents were Christian while 49.2% were Muslims. The result also revealed that
14 the majority of the respondents had primary (45%) and no formal education (45%). The
15 result also showed the enrolment levels of farmers' children in school that 49.2% of the
16 respondents' male children between the ranges of 2-4 are enrolled in school with the
17 highest percentage of enrolment, about 59.2% of the respondents female children are
18 enrolled in school. More so, 43.3% of the total respondents' children are enrolled in
19 school, implying low enrolment in school due to their low standard of living and
20 unemployment in the country as indicated by 61.7% of the respondents to be a challenge
21 to school enrolment for their children. In conclusion, the government should come up
22 with strategies of establishing program such as free education where rural farmers'
23 children can benefit from and also ensure access to loans to improve farm business of
24 rural farmers, supplying them with input and improved varieties that will increase their
25 yield with commensurate income to support the enrolment of their children in school.
26 This will encourage and support enrolment of their children in school and eventually
27 improve their living standard in the society.

28 **Keywords:** Enrolment, Rural farmers, Children, Schools

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30 INTRODUCTION

31 According to the United Nations Educational scientific and cultural organization
32 (UNESCO, 2000), early childhood is identified as the period from birth to 8 years old, a
33 time of remarkable brain development. These years lay the foundation for subsequent
34 learning. The terms pre-school education and kindergarten emphasize education around
35 the age of 3-6 years. Early childhood education (ECE) often focuses on child learning
36 abilities through play. However, many child care centers are now using more educational
37 approaches, they are creating circular and are incorporating it into the early daily routines
38 to foster greater educational learning (Austin *et al.*, 2000). In Europe, pre-schools were
39 created to create humanitarian services related to health and welfare to children from
40 poor families and those affected by war and slum conditions (Austin *et al.*, 2000). Access
41 to early childhood education was hindered as a result of poor finance to support and drive
42 the interest of young people in education among the poor and indigents in Sub-Saharan
43 Africa. However, in Sub-Sahara Africa the socio-cultural background of the people has
44 greatly affected the education of the children (UNESCO, 2009). Furthermore, UNESCO
45 (2013) reported that “Africa’s diverse condition vary dramatically in size, economic
46 structure, level of development and the type of the education systems. However the
47 continent faces similar challenges while trying to address the problem of providing basic
48 education for more than 46 million pupils are not in schools in Africa, this represents
49 more than 40% of the worlds out of school children. To achieve universal basic education
50 (UBE) by 2015, nearly 50 million new places and schools need to be created to
51 accommodate all children. According to Nigerian Bureau of Statistics (2015), Nigerian
52 males have a significant proportion of students enrolled in schools with increasing

53 percentage yearly from 77.55% in 2010 to 83.82% in 2012 and between 2010 and 2012
54 the ratio of males to females enrolled in schools is 4.5:1. The accessibility rate of male
55 child to school enrolment is higher when compared with female with male enrolment rate
56 at 57% while female is at 43% (UNESCO, 2003). The low enrolment of girl child in
57 formal education points to the fact that majority of Nigerian females are deprived of
58 education in spite of their significant role in national development (Akinbi and Akinbi,
59 2015). The issue of access of children to early childhood education (ECE) has been a
60 major concern all over the world. Policy frameworks in many governments do not
61 adequately address issues concerning early childhood development program (UNESCO,
62 2000). The lack of readiness of the small scale farmers in enrolling their children into
63 school is at high rate, and this may be due to lack of finances, ignorance and educational
64 background of the farmers. The study is therefore based on the assessment of rural farmers'
65 enrolment into schools and this would help the farmers getting their children to school at
66 early stage of their life. The objective of the study is to assess enrolment of rural farmers'
67 children in schools in Ido and Oluyole Local Government areas, Ibadan Oyo state with
68 the following specific objectives to describe the socio-economic characteristics of
69 farmers; to examine the enrolment rate of farmers' children in school; and to identify the
70 constraints facing rural farmers in Ido and Oluyole local government areas. Hypothesis to
71 be tested is **H₀1**: There is no significant relationship between the respondent constraints
72 and their child school enrolment.

73

74 **METHODOLOGY**

75 This study was carried out in Ido and Oluyole Local Government areas, Ibadan, Oyo
 76 state. Ibadan is the capital of Oyo state with a population of 1,388.659 according to the
 77 2006 census. This study area was purposively selected based on the major occupation of
 78 the people in this area are farming on subsistence scale, while alongside vocational jobs
 79 like food vending, petty trading, and livestock farming being practiced. 5 communities
 80 were purposively selected from each of the two Local Government Areas making up a
 81 total of 10 communities. A total of 75 respondents were randomly selected from the five
 82 communities in each Local Government making up a total of 150 respondents from the
 83 communities in both Local Governments. A well-structured questionnaire and interview
 84 schedule was used for data collection. The data collected was analyzed with a simple
 85 descriptive statistics of frequency table and percentages whereas Pearson Product
 86 Moment Correlation (PPMC) as inferential statistics.

87 **RESULT AND DISCUSSION**

88 **Table1: SOCIO-ECONOMIC CHARACTERISTICS OF RESPONDENTS (n= 120)**

VARIABLES	FREQUENCY	PERCENTAGES
MARITAL STATUS		
Single	2	1.7
Married	113	94.2
Divorced	5	4.2
Total	120	100
AGE		
21-30	6	5.0
31-40	9	7.5
41-50	12	10.0
51-60	17	14.2
Above 60 years	76	63.3
RELIGION		
Islam	59	49.2
Christian	61	50.8
Total	120	100
EDUCATIONAL LEVEL		

Non – formal	54	45.0
Primary school	54	45.0
Modern school	12	10.0
NUMBER OF CHILDREN		
1-2	3	25
2-4	16	13.3
4-6	27	22.5
6-8	38	31.1
8andabove	36	30.0
OTHER OCCUPATION		
Trading	56	46.7
Transporting	22	18.3
Politics	20	16.7
Others	22	18.3
LAND TENURE PRACTICE		
Inheritance	65	54.2
Freehold/gift	17	14.2
Leasehold	24	20.0
Communal tenure	14	11.7
FARMERS GROUP/CLUB		
No	67	55.8
Yes	53	44.2
FARM ACTIVITIES		
Livestock production	29	24.2
Crop production	60	50.0
Both	31	25.8

89 Field survey, 2014

90 Table 1 above illustrated the socio-economic characteristics of 120 respondents in Ido
91 and Oluyole local government areas. The result in table1 revealed that majority of the
92 respondents (94.2%) was married in the study area. The result further depicts that
93 majority of the respondent (63.3%) was above 60 years. This is an indication that elderly
94 people dominate the study area. The result also showed that 45.0% of the respondents had
95 non-formal education and equally 45.0% were primary school leavers. The result showed

96 that 31.1% of the respondents had 6-8 children. This implies that the more the number of
 97 children, the more the responsibility of the rural farmers to enrolling their children in
 98 school. Also most of the respondents (54.2%) own land by inheritance for farming
 99 purposes. 55.8% of the respondents does not belong to one of the farmers club in the
 100 study area. Majority of the respondents (50.0%) engaged in crop production.

101 **Table 2: FARMERS' CHILDREN ENROLMENT IN SCHOOL (n= 120)**

VARIABLES	FREQUENCY	PERCENTAGES
Male children in school		
2-4	59	49.2
5-7	53	44.2
≥ 8	8	6.6
Female children in school		
1-3	71	59.2
4-6	40	33.3
≥ 7	9	7.5
Total number of children in school		
2-4	29	24.2
5-7	38	31.7
≥ 8	53	44.1
Children enrolment in school profitable		
No	15	12.5

Yes	105	87.5
Frequency of children punctuality in school weekly		
Twice	2	1.7
3 times	15	12.5
4 times	26	21.6
5 times	77	64.2

102 Field survey, 2014

103 The table 2 above shows the enrolment rate of farmers children in school. Most of the
104 rural farmers (49.2%) have 2 to 4 male children enrolled in school whereas 59.2% of the
105 rural farmers have 1 to 3 female children enrolled in school. This is an indication that
106 rural farmers see need for their children to be educated and a drive for their emancipation
107 from poverty. This finding corroborates with submission of Hertzman (2005) that
108 enrolling children in school is a means of saving them from the vicious cycle of
109 underproduction, malnutrition and endemic diseases that hampered their hope for high
110 standard of living. The majority of the rural farmers (87.5%) said enrolment of their
111 children in school is a profitable investment. This is an indication that rural farmers
112 understood the import of educating their children for sustainable development and well-
113 being. According to Child fund International Organization (2019) education forms a
114 catalyst that pulls families and communities to generating skills and income to break out
115 of cycle of poverty. Also, the majority of the respondents (64.2%) ensure that their
116 children are punctual in school 5 times weekly. This implies that rural farmers know the
117 significance of taking to time in activities and would never allow their children to play
118 truancy in school. Parents understand that education is a key to success and never want
119 their children to miss too much school because they want the best for them (Virginia
120 Department of Education, 2018).

121 **Table 3: CONSTRAINTS ENCOUNTERED BY RURAL FARMERS IN**
122 **ENROLMENT OF THEIR CHILDREN IN SCHOOL (n = 120)**

VARIABLES	YES (%)	NO (%)
Payment of school fee is a challenge for me	31 (25.8)	89 (74.2)
Buying school uniform is a thing for me to do	57 (47.5)	63 (52.5)
Textbooks are not affordable for me	43 (35.8)	77 (64.2)
School is quite a distance from home	49 (40.8)	71 (59.2)
Inadequate teachers in the schools	53 (44.8)	67 (55.2)
Poor educational background	23 (19.2)	97 (80.8)
Poor facilities in schools	77 (64.8)	43 (35.8)
Poor income from farm business	74 (61.7)	46 (38.3)

123 Field survey, 2014

124 The table 3 above shows some of the constraint faced by the rural farmers on enrolment
125 of their children in school. The result shows that majority of the total respondents
126 (74.2%) does not agree that school fees is indeed a challenge that hinder them from
127 enrolling their children to school. This is an indication that other livelihoods complement
128 and empower the rural farmers in sending their children to school. This finding concurs
129 with the submission of Koroma (2016) that other sources of income for households in
130 remote communities practice petty trading and other businesses which form basis for
131 supporting their children's education and in sending them to school. Most of the rural
132 farmers (52.5%) do not agree that cost of uniform is a problem in enrolling their children
133 in school. This finding contradicts the submission of Koroma (2016) that rural
134 households still struggles to cover charges on school uniforms, pens, books and other
135 charges required by school authorities in rural communities. About 64.8% of the total
136 respondents said poor facilities in school are hindrances to acquiring quality education.
137 Furthermore 61.7% of the respondents showed that poor income from farm business is a
138 major constraint as far as enrolment of their children in school is concerned. This is an
139 indication that poor income from rural farmers' farm business could affect their capacity
140 to enrolling their children in school. This finding corroborates with the submission of

141 UNESCO (2015) that income and wealth are linked to exclusion of school-aged children
142 living in the rural area.

143 **Table 4: HYPOTHESIS TESTING**

144

Variable	r-value	p-value	Decision
Constraints versus Enrolment	0.070	0.447	NS

145 Data analysis, 2014

146 The hypothesis testing table showed that there is no significant relationship between the
147 constraints faced by the rural farmers and their children enrolment in school ($r = 0.070$, p
148 > 0.05). This is an indication that the rurality and farm business of the farmers are not
149 barriers in the enrolment of their children in school. This finding does not agree with the
150 finding of Hedges *et al.* (2016) that sending children to school by parents is hampered by
151 expensive expenditure on school fees and other school supplies.

152 **CONCLUSION**

153 The findings depict that majority of the rural farmers was involved in farming either crop
154 farming or animal husbandry. The rural farmers have both their male and female children
155 enrolled in school signifying the importance they attached to education as a means of
156 improving the well-being of their posterity. They also encourage the punctuality of their
157 wards in school. However, the majority of the rural farmers do not consider school fees
158 and other school materials as challenging probably due to their involvement in other
159 means of livelihood. Nevertheless, most of the rural farmers also affirmed that poor
160 facilities in schools and poor income from their farm business are the major problem that
161 could affect enrolment of children in schools.

162 **RECOMMENDATIONS**

163 It is hereby recommended that government should expand access to education, improve
164 quality of education and school attendance in rural areas through provision free
165 education. Government's education authorities should mobilize schools to supporting
166 participatory educational curriculum development to enhance effective teaching and
167 training in rural area. Also, the government should also provide teaching aids in rural
168 schools in order to serve as motivation for the children to attending schools. They should

169 also make available competent teachers in rural schools for effective teaching. Finally,
170 the government must ensure farmers' access to loans to improve farm business, supplying
171 them with input and improved varieties that will increase their yield with commensurate
172 income to support the enrolment of their children in school.

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